

SHOEBOX TASKS©

Shoebox tasks are structured work activities in their most basic form. They can be used to teach young children with autism the beginning skills of "how to work". Shoebox tasks can also be used as structured work jobs for students who function within the severe to profound range of mental retardation. Shoebox tasks, as an integral part of **independent work sessions***, promote the development of independent work skills.

Successful workers are those who can initiate and complete their jobs independently. When working, some individuals with autism become distracted and confused by the distinct and separate parts of the task. They may not understand the purpose of the activity, requiring the need for extra supervision, which weakens the development of independent work skills. Shoebox tasks organize and simplify the materials into single, self-contained units, thereby highlighting relevant details and clarifying the purpose for each activity. A homemade shoebox task can easily be constructed by stabilizing the various parts of a structured activity into the up-turned bottom of a cardboard shoe box.

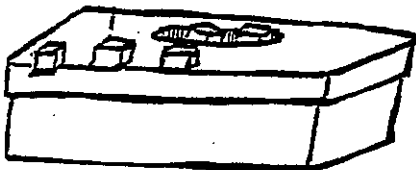
*For a further explanation of independent work sessions, ask a TEACCH consultant.

THE DEVELOPMENT OF THE SHOEBOX TASK ©

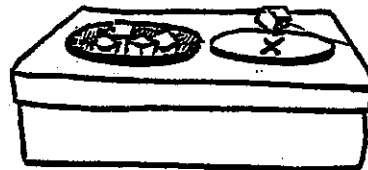
FROM SIMPLE PUT-IN TO PICTURE MATCH

SIMPLE PUT-IN TASKS

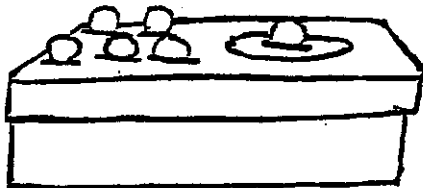
Some individuals may become focused on the materials in a container. They may grab several instead of one or begin sifting or throwing them. By eliminating the need for a container and separating the materials it is less likely that such distractions will occur. Handing the materials to the student one at a time may be necessary when first teaching the activity. The materials can be separated and attached to the top of the box by using sticky tack, Velcro or by cutting slots.



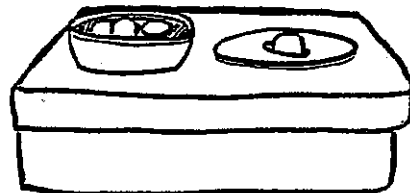
BLOCKS ON VELCRO INTO OPEN CONTAINER



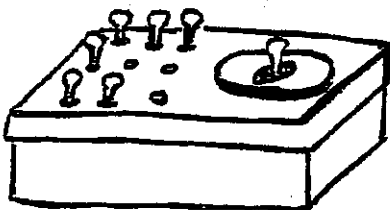
BLOCKS FROM CONTAINER INTO SLOTTED CONTAINER



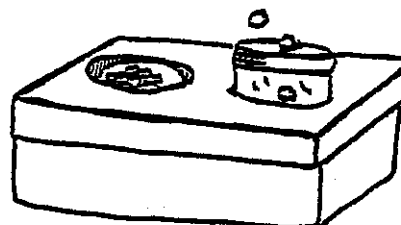
SEPARATED CHIPS INTO SLOTTED CONTAINER



CHIPS FROM CONTAINER INTO SLOTTED CONTAINER



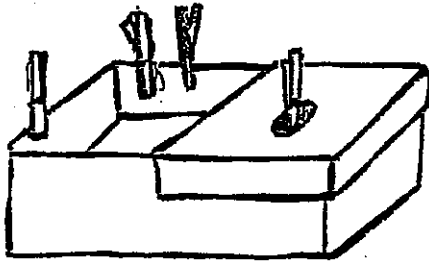
SEPARATED PEGS INTO SLOTTED CONTAINER



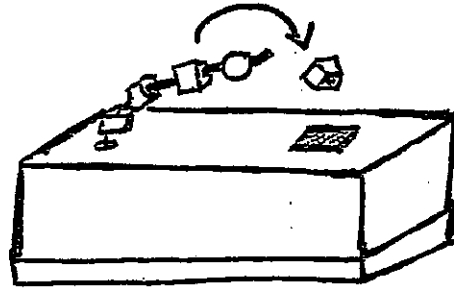
PENNIES FROM CONTAINER INTO JAR

TASKS REQUIRING GREATER FINGER DEXTERITY AND HAND COORDINATION

PULL-OFF

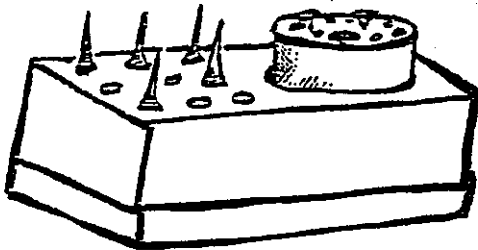


CLOTHESPINS, PULL OFF AND PUT IN

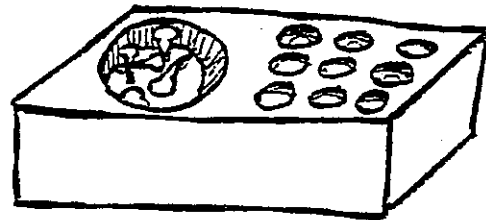


BEADS OFF PIPE CLEANER AND INTO BOX

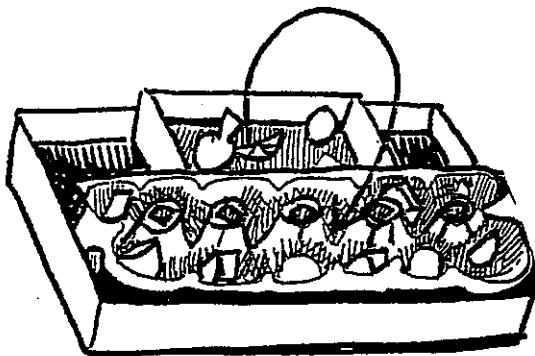
ONE TO ONE CORRESPONDENCE



GOLF TEES INTO LIDDED CONTAINER



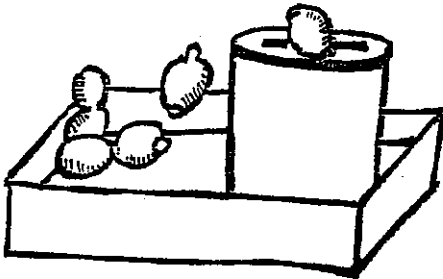
PEGS FROM CONTAINER INTO FILM CANISTERS



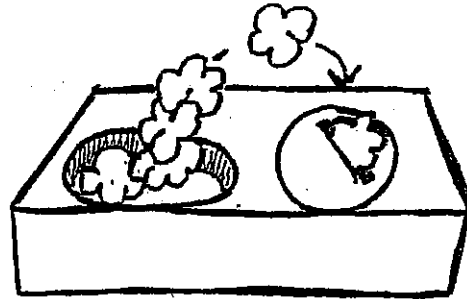
PLASTIC FRUIT INTO EGG CARTON

**TASKS REQUIRING GREATER FINGER DEXTERITY AND HAND
COORDINATION (CONTINUED)**

PULL APART AND PUT-IN

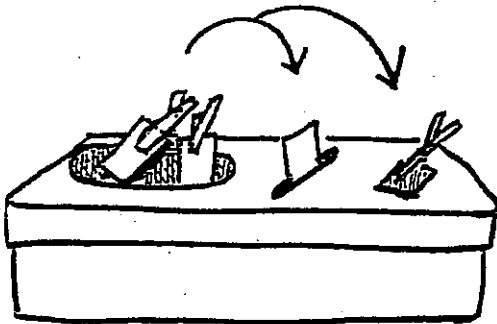


POP BEAD PULL APART AND PUT-IN



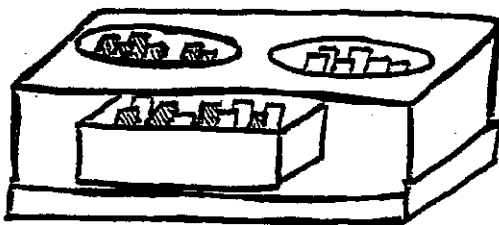
**FOAM RUBBER SHAPES PULL APART AND
PUT-IN**

PULL-APART & PUT-IN WITH SELF-CORRECTING SORT

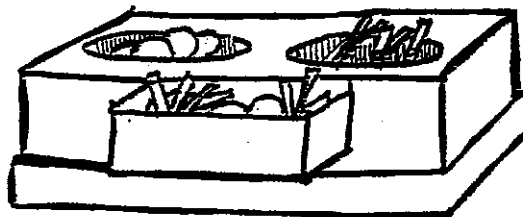


CLOTHESPIN/CARD PULL APART AND PUT-IN

SORTING TASKS

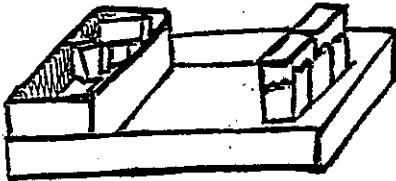


2-WAY COLOR SORT SAME OBJECT

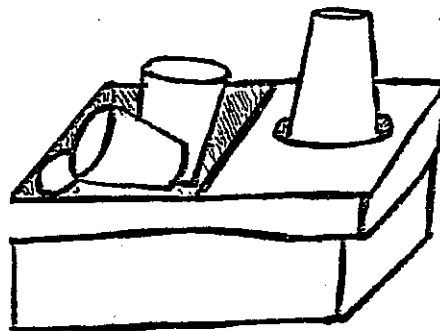


2-WAY OBJECT SORT

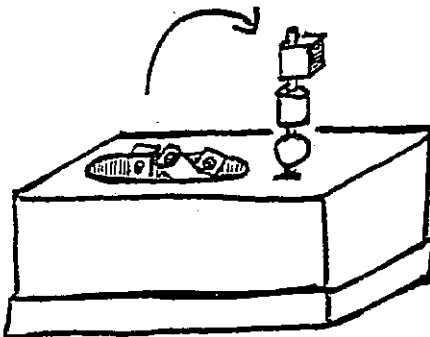
STACKING



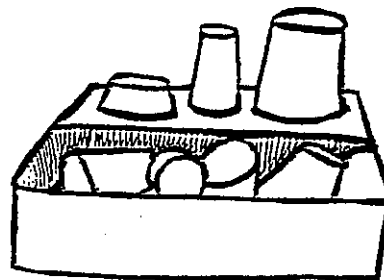
LEGO STACK



CUP STACK

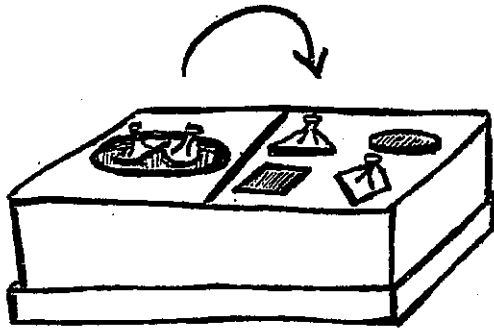


BEAD STACK



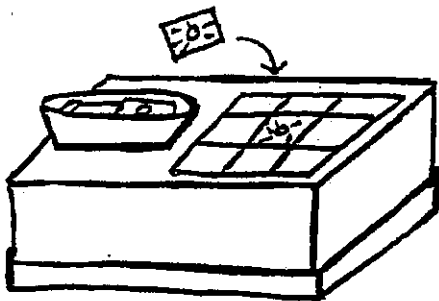
CUP STACK - 3 SIZES

PUZZLES

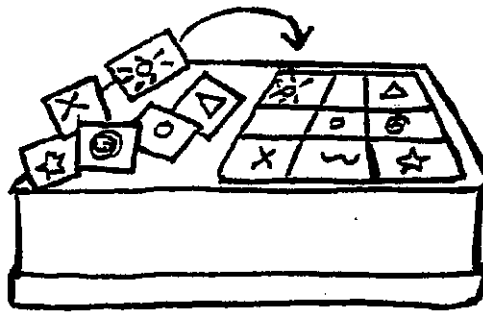


4 - PIECE INSET PUZZLE

PICTURE MATCH



PICTURE TO PICTURE MATCH FROM
CONTAINER



PICTURE TO PICTURE MATCH FROM
SEPARATED PICTURES ON EDGE

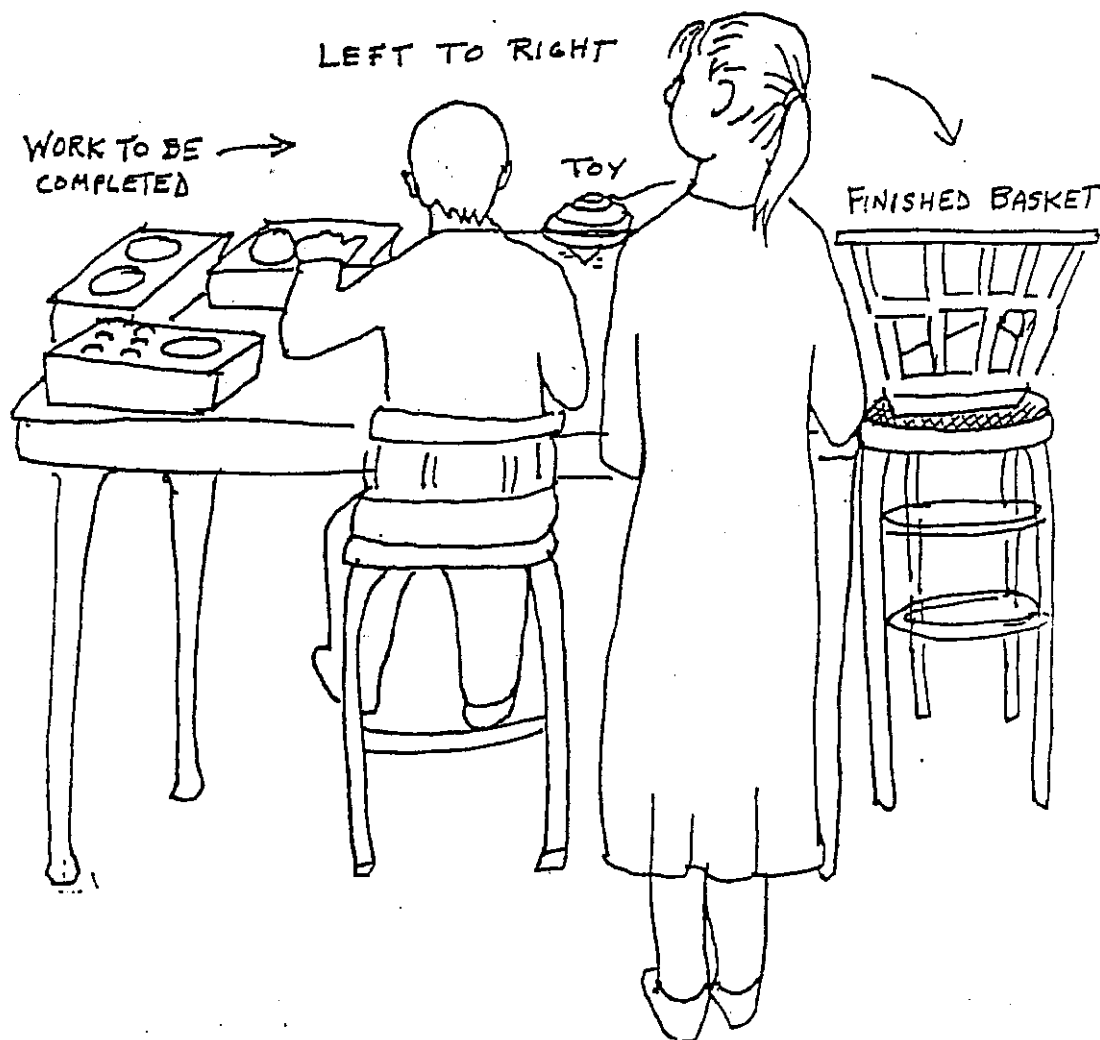
Structured Work Sessions answer four questions:

-How much work is there to do? Work is located to the student's left, within easy reach. The number of tasks seen by the student tells them how much work there is to do..

-What is the work? By looking at the individual task, the student should be able to determine what needs to be done.

-When is the work finished? When all the work has been completed and is put in the finished basket, located to the student's right. The student will not see any more work tasks to their left.

-What happens next? There is a toy, treat or indication of where to go next that happens directly after the student has finished work.



The teacher positions herself to the right of the student offering assistance only when needed. The goal of the teacher is to phase herself completely out of this picture. Eventually s/he can work elsewhere while the student works independently.